DOCUMENT RESUME

ED 167 025 HE 011 013

AUTHOR Mohrman, Kathryn, Ed.
TITLE Programs for Intercultural Understanding. The Forum for Liberal Education, January 1979.
INSTITUTION Association of American Colleges, Washington, D.C.
PUB DATE Jan 79
NOTE 11p.; Not available in hard copy due to small print
AVAILABLE FROM FORUM, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Business Education; *College Curriculum; Course Descriptions; *Cultural Awareness; Curriculum Development; Developing Nations; *Global Approach; Higher Education; Humanistic Education; *Intercultural Programs; *International Programs; International Studies; *Liberal Arts; Multicultural Education; Rural Development; Theater Arts; World Affairs
IDENTIFIERS Bethel College KS; Colby College ME; Cornell University NY; Donnelly College KS; North Shore Community College MA; University of Washington; Utica College NY

ABSTRACT

Seven curriculum programs that stress intercultural understanding and awareness for American students are described, other intercultural-related programs are listed, and an article on global education is presented. The curriculum programs are as follows: "A New Program in Humanistic Liberal Education" at the University of Washington; "Regional and Canadian Studies" at Colby College; "International Studies Curriculum Development Project" at North Shore Community College; "International Performing Arts" at Cornell University; "Rural Development in Emerging Countries" at Bethel College; "One World Program" at Donnelly College; and "International Business Program" at Utica College. The article on global education by Robert Leestma discusses why global education is important and outlines the following components of global education: unity and diversity of mankind, international human rights, global interdependence, intergenerational responsibility, and international cooperation. Eleven additional programs at universities that relate to intercultural education are identified, and resources in this field of study are presented. (SW)

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The Forum for Liberal Education

forum

Association of American Colleges · 1818 R Street, N.W., Washington, D.C. 20009

ED167025

January 1979

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The *Forum for Liberal Education* is a topic-oriented publication featuring a subject of importance for liberal education in each issue. It does not endorse or evaluate institutional activity. Rather, it describes the various ways in which institutions of higher education address important common concerns.

Programs for Intercultural Understanding

Many Americans are worried that the United States is becoming more parochial at a time when our involvement in world affairs is becoming deeper. One frequently cited piece of evidence is the declining enrollment in foreign language courses—only sixteen percent of American secondary school students are enrolled in a modern foreign language course. At the same time, there are signs of increasing interest in international and intercultural studies. The announcement of exchanges with the Peoples Republic of China is a recent dramatic example, while the President's Commission on Foreign Languages and International Studies is the official culmination of this growing concern for intercultural "literacy."

This issue of the Forum for Liberal Education *looks at one aspect of the whole field—curriculum programs that stress intercultural understanding and awareness for American students. The seven programs described range from international business concentrations to comparative arts courses to a coherent approach to general education requirements organized around cultural/geographic traditions. Each project has interpreted the need to expand the intercultural awareness of its students in different ways.*

This issue also contains a list of additional programs sharing this common goal, as well as a set of other resources. The Forum *is especially pleased to reprint Robert Leestma's analysis of the role of global education.*

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NATIONAL INSTITUTE OF EDUCATION

Global Education

by Robert Leestma
Associate Commissioner for Institutional Development and International Education, U.S. Office of Education

(Adapted from *American Education*, June 1978)

In no country today does education correspond sufficiently to the reality of world conditions, events, and issues. Given the nature of the contemporary world and the foreseeable future, every educational system should reflect much more adequately than it currently does such matters as the unity and diversity of mankind, the interdependence of nations and peoples, and the need for international cooperation in shaping an acceptable future.

The challenge for educators at all levels is to develop a humanistic education appropriate to the reality of interdependence on an ethnically diverse and culturally pluralistic planet with finite natural resources. The labels most commonly applied to emerging efforts to meet the challenge are "global education" or "global perspectives in education," with the former becoming the more widely used. Although a distinction can be made, the terms are commonly interchangeable and will be so used in this article.

COMPONENTS OF GLOBAL EDUCATION

1. Unity and diversity of mankind.

Global education is concerned with the commonalities among mankind, with the fact that certain basic human concerns and needs are shared by all. But global education is also concerned with the differences within the family of man. It embraces not just the idea that all men are brothers, but also, as someone has said, that "all brothers are different."

No nation's view of the world is universally shared. Other cultures have different value systems, different frames of reference, different ways of thought and action, and consequently, different views of the world. Global education helps students develop an understanding of these differences, of mankind in other settings, of other ways of being human, of different views of what the world's future should be like and how it should be shaped. By helping correct cultural myopia and astigmatism, global education reduces ethnocentrism and thus better prepares students to cope with the complex realities of nationalism and cultural differences on an international scale.

2. International human rights.

This subject has a unique combination to make in linking human development and the strengthening of democracy with interdependence. Its study by both teachers and students has enormous potential for positive long-term consequences for effective citizenship in an interdependent world. It is especially significant for the global orientation of the students now in school, that first generation of citizens who will have to cope with fullness of interdependence. The human value system is at the heart of the matter. A proper concern for human rights at home and abroad needs to become part of the shared commitment in the minds of citizens everywhere.

3. Global interdependence.

It is becoming increasingly apparent that the most realistic and useful way to perceive the world is as a planetary ecosystem—an interconnected global web of interacting and interdependent physical, biological, and social subsystems. The global life-support system, including air, water, and soil, is shared by all living creatures. To the planet's organic interconnectedness has been added a diverse set of man-made complications and dependencies including population growth; industrialization with its growing energy, raw materials, and international trade requirements and its environmental pollution problems; and nuclear capability.

The nations and peoples of the world have become more and more interdependent—economically, politically, environmentally. They are closely linked in a variety of ways—through science, technology, trade and business, monetary systems, transportation and communication systems, and international organizations. Technology is greatly accelerating the emergence of a world society.

Among the major problems that are shared by many nations and that can be solved or alleviated only through transnational cooperation are those related to food, population, poverty, energy, raw materials, trade, environmental pollution, disease, and maintenance of the planet's biological life-support system. Central to some of these problems are the finite nature and the unequal distribution of various natural resources. There are at least three clusters of issues or problems inextricably imbedded in interdependence:

Growth vs. equilibrium: The political dynamics of allocation of resources and the achievement of maintenance of quality of life for all in a finite world present the most complex and difficult problem mankind and human nature have yet faced.

Underdevelopment and instability: The gap between most of the have and the have-not nations continues to widen, increasing political animosity and global instability. The resulting pressures toward a "global fairness revolution" should not be underestimated. The global instability resulting from underdevelopment is a major problem that will not go away during our lifetime.

Conflict and conflict resolution: This group of factors is related in obvious ways to the foregoing conditions, problems, and issues in interdependence, human rights, and the diversity of mankind. It includes nuclear weapons, disarmament, war and peace and the continuum between.

4. Intergenerational responsibility.

Actions taken today inevitably affect the future—of mankind as a species, the population—carrying capacity of the planet, and the options, foreclosed or remaining, that bear on the quality of life for our descendants. Decision-making must increasingly take into account appropriate consideration of long-term consequences of various possible choices.

5. International cooperation.

The boundary line traditionally drawn between foreign and domestic matters is increasingly artificial. Many major problems mankind faces are common to many nations, and some to all nations, and can be solved or alleviated only through international cooperation of one sort or another—bilateral, regional, or world. It is becoming more apparent that whatever form the future ultimately takes, mankind has an increasingly common destiny.

WHY GLOBAL EDUCATION IS IMPORTANT

As one reviews the concept and components of global education, it is clear that the mixture contains both old

and new elements in subject matter perspective. There are many familiar elements in domestic experiences and ongoing programs to build on—for example, intercultural understanding through existing ethnic heritage, biligual, and international studies program: local, regional and national social and economic development programs for the disadvantaged in America; civil rights and the Bill of Rights locally and nationally; and environmental education programs.

Many of the new aspects like interdependence, focus on the future, and the process of change are already coming into daily public consciousness through one line or another of the citizen's total information network of media and individual interactions. In part, global education extends these resources and concerns to a broader perspective.

Interdependence is not a seasonal or a cyclical phenomenon, but a pervasive reality that is increasingly becoming a central fact of national existence and clearly the shape of the foreseeable future. It is both unrelenting and irreversible if most of the developed countries, and especially the United States, intend to maintain anything like their present kind and standard of living. The upshot of all this has been stated succinctly by Harlan Cleveland: "Our problem is now to build deep into our national psyche . . . the idea that what happens around the world is our personal business and what happens in the United States has a widespread and long-lasting impact abroad. To cope with interdependence, we will have to erase from our minds what is already blurred out there in the real world—the sharp distinction between what's 'domestic' and what's 'international.' "

THE CHALLENGE

In geological terms, mankind is living on an increasingly unstable fault line. Various global problems are reaching proportions where singly or in combination they can have seismic effects throughout the world. The difference between the great change in human affairs now in process—the globalization of society and increasing interdependence—and previous major transformations is that the future is becoming recognizable while it is on the way. There is still time to help shape it in more acceptable ways.

There are profound implications for American education in all of this, beginning with broadening the concept of the educationally disadvantaged to include all those whose education has not prepared them to cope with the global facts of life. Access to global education should be available to all students to help them meet the inescapable challenges of citizenship in the global age now upon us. A more world-centered education has become an imperative for American Citizenship in the global age.

The American Cultural context offers a more congenial environment for developing an effective global education program than might be thought at first glance, starting with the fact that we are a nation of immigrants or descendants of immigrants. From the beginning we have had an organic relationship between school and community through the tradition of local support and control. Moreover, there is a strong intrinsic relationship of some aspects of the global education concept to certain elements in our history of national development (ethnic diversity and cultural pluralism) and in the national value system (humanitarianism, human rights, a sense of fairness and equity) as well as to emerging national movements of enduring significance in and out of education (environmental protection and quality of life.)

In the traditional American context, we have grown up with the understanding and acceptance of dual citizenship—state and nation—as the natural order of things. Just as surely from this point on we are moving rapidly into an era in which our concept of communities of affiliation must expand to encompass three—state, nation, and world.

Educators are the single most important group in helping generate a critical mass of citizens capable of recognizing the global age, its impact on their future life, and their responsibilities as American citizens in an interdependent world. Every educator—and every student—is a prospective founding father for the future. Among other competencies and sensitivities, each needs to develop:

1) some basic cross-cultural understanding, empathy and ability to communicate with people from different cultures;

2) a sense of why and how mankind shares a common future—global issues and dynamics and the calculus of interdependence;

3) a sense of stewardship in use of the earth and acceptance of the ethic of intergenerational responsibility for the well-being or fair chance of those who will come after us.

University of Washington

A New Program in Humanistic Liberal Education

Several years ago the humanities faculty at the University of Washington decided to restructure its courses to give more coherence and status to humanities offerings. In 1976, the university received a Development Grant from the National Endowment for the Humanities for substantial revision and improvements in humanities courses. While the plan has many parts, two basic themes organize the activities. First is the provision of six comparative and interdisciplinary degree programs as additional options for majoring in the humanities: Comparative Arts, Comparative History of Ideas, Comparative Literature, Comparative Religion, Medieval and Renaissance Studies, and Social Theory and Ideology. Many of the courses in these programs foster greater understanding of other cultures, their histories, and their ideals.

The second thrust is the reorganization of humanities courses that are included in the general education requirements for undergraduate students. Under the title "Five Paths to Perception," the plan provides 25 courses that lie at the intersection of five humanistic expressions—literature, ideas, religion, visual/environmental arts, and interpretive/performing arts—and five

cultural-geographic areas—ancient, medieval/Renaissance, modern Asian, and Africa/Oceania/Americas. With this grid system, students can examine one area of the humanities, literature for example, in all five areas, concentrate on the various means of humanistic expression in one cultural-geographic area, or choose a combination of courses of special interest. This plan provides an alternative to the chaotic proliferation of the present distribution system in which students choose twenty credit hours in three divisions from long lists of courses in the humanities, the social sciences and the natural sciences. The current requirements have no necessary structure except that which the student constructs with the help of professors and advisors. Of the 25 courses in the grid system, 21 are being offered during the current academic year, 13 of them new courses. The majority of the new offerings were developed with summer stipends for the faculty members involved.

Student interest in the new sequence has been stimulated by a full-time academic counselor to the entire humanities program. While the counselor has advised students in humanities majors and courses, he has made a special effort to publicize the courses in Five Paths to Perception. In the autumn 1978 quarter, 738 students enrolled in the 12 grid courses offered in the fall term.

The university has an official general education committee with responsibility for overseeing the requirements for undergraduate degrees. At the present time this committee is examining the humanities requirement and the courses eligible to fulfill it. The committee is working closely with the faculty group responsible for Five Paths to Perception; the grid system is likely to have a significant influence on any revisions of the humanities requirement. In fact, the grid could become a new way for undergraduates to meet degree requirements. The experience of the current academic year should help to determine both the direction of the program and any changes in university-wide requirements.

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Colby College
Regional and Canadian Studies

Colby College has recently begun a program in Regional and Canadian Studies to explore the cultures of northern New England and the eastern part of Canada. The program, which builds upon current interest at Colby in Canadian-American studies, includes present courses that examine regional issues, combined with new courses created for this program, faculty development activities, and guest lecturers. Regional and Canadian Studies will function as a concentration within any number of existing major programs rather than become an independent major.

The program focuses on the languages, literatures, and cultures of the region, allowing students to use a comparative approach to acquire new perspectives on their own cultures. Eight courses will be developed during the initial two-year period of the program. "Quebec in Transition," introduced as a new course this past fall, examined the evolution of Quebec society through a study of its literature. The course was offered on a dual-language basis, in which students who completed the assigned readings, papers, and examinations, as well as a weekly discussion session, in French, received one extra course credit. This spring, an experimental team-taught course in French-American Studies will compare Quebec, English Canadian, and American literatures on the theme of growing up in three distinct cultures. Other new courses include "The Art and Architecutre of Canada," which explores Canadian art from the prehistoric Indian presence to the twentieth century and covers such topics as the English and French traditions, a comparison of eighteenth century Canadian and New England art, and Canadian artists in the United States; and "The Language and Customs of the Indians of Maine," which will emphasize the linguistic heritage and customs of the Passamaquaddy Indian tribe. One-credit mini-courses, scheduled to begin in the fall of 1979, will bring eminent literary figures to the campus.

In support of the Regional and Canadian Studies program, faculty members from the departments of modern languages, English, sociology, and education are provided with release time to permit research and preparation of materials for course revision and development. Colby is currently establishing links with other universities having similar programs, with a view toward the sharing of resources and the possibility of faculty and student exchanges. In addition, the program has instituted a guest lecturer series as part of Colby's regular lecture schedule as a means to further campus interest in the region.

At this early stage, the Regional and Canadian Studies program emphasizes the development of departmental courses. However, it is hoped that a series of interdisciplinary seminars will be created to consider specific problems within the region. In all, the program allows Colby to take advantage of its local resources to produce a greater awareness of the area's cultural richness and diversity.

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North Shore Community College

International Studies Curriculum Development Project

The International Studies Curriculum Development Project, co-sponsored by North Shore and Bunker Hill Community Colleges, is designed to stimulate the teaching of international studies in Massachusetts' community colleges on a system-wide basis. Partially funded by the U.S. Office of Education, the project reflects the growing recognition of the need to increase knowledge of international issues among the general public. Such knowledge, in an interdependent world, is essential for a representative political system. Activities of the project fall into three categories: faculty workshops, a cataloguing of available audiovisual materials, and a pre-and post-test program.

The bulk of the project involves a five-week faculty workshop series, conducted each semester, led by consultants in the fields of competency learning, international studies, and behavioral objective writing. Workshop participants evaluate the contribution their disciplines make to knowledge about international systems, and then design international studies modules for inclusion into their present courses. The information given in these workshops provide a methodology for participants to implement when they actually write their international studies modules. Faculty members attending the workshops come from the fifteen member institutions of the Massachusetts Community College Consortium and represent a wide range of academic disciplines, including criminal justice, biology, history, French, psychology, and mathematics. Topics of the modules prepared in the workshops have included achieving adulthood across cultures (Human Growth and Development), identifying eastern and western views on education and the mature personality (Introduction to Psychology), and three mathematical concepts showing effects of nuclear fallout and population growth trends (Calculus 1). During the first series of workshops, three participants developed individual courses using international studies themes within their own disciplines; however, it became clear that these sessions did not provide enough time for adequate course planning, and an alternate release-time arrangement has been planned for course development/re-writing.

The workshops have been very successful in increasing international awareness among faculty. They have encouraged links between international studies and other disciplines, not only in the liberal arts but in technical and career fields. As a result, international studies has been given a broad, cross-cultural definition rather than a more familiar politically oriented definition. The process of writing international components into existing courses has been less time-consuming than the development of entirely new courses. Moreover, project officials have found that faculty members are more likely to use instructional materials they themselves have produced than materials prepared for them. To assist in the module format preparation, a sufficient number of experienced competency program designers (usually other faculty members) have been provided to work with participants, resulting in a clearer understanding of the process and a more focused implementation of competency principles.

The second part of the project involves the development of a pre- and post-testing program. Currently being re-designed, the testing program was developed based on a series of behavioral objectives defining what current knowledge, skills, and attitudes should be possessed by the generally educated American public in the area of international studies. These objectives included such abilities as the identification of specific countries and international "trouble spots," the definition of general political labels (socialism, liberalism, fascism), and the interpretation of simple statistical data. The testing, aimed at application to students in the classroom experiences as well as those involved in overseas study groups, evaluated their international awareness before and after their learning experience.

The audio-visual project activity has involved the dissemination of audio-visual resources information among participating community colleges. The project is cataloguing software materials existing at member institutions, informing participating faculty, and establishing lending procedures for each institution. The phase of the project originated as a spin-off from the workshops as a logical way for faculty to share local international studies resources.

Since the International Studies Project is only in its second year, the Massachusetts community college system has yet to experience its full effects. Yet already there has been a heightened awareness among administrators of the need for international education, while participating faculty are sensitive to the need and have responded through new course materials. The project has produced benefits beyond the support of international studies in the development of cooperative linkages among the community colleges on both the administrative and faculty levels. In addition, project officials have noted that participating faculty have experienced a new enthusiasm in their work as a result of their workshop participation. With a minimal amount of curricular modification (or disruption), the project has made international studies easily accessible to students in a variety of disciplines.

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Cornell University
International Performing Arts

In July 1977 Cornell University began an international program in the creative and performing arts to develop a broader view of the world through film, music, dance and drama. The program includes new and expanded course offerings supported by acquisition of audio-visual materials and the presence of guest lecturers, artists, and performers. Coordinated by the Faculty Council of the Creative and Performing Arts, the program involves the Department of Asian Studies, the Department of Russian Literature, Slavic Linguistics and the Committee on Soviet Studies, as well as the areas of English, music, theatre arts, art, architecture, design and the art museum.

Several new courses have been added in different arts departments. For example, "Asian Dance and Dance-Drama" examines the Japanese Noh theatre. This course, offered under both Theatre Arts-Dance and Asian Studies, is also coordinated with an advanced Japanese language class. In film studies, a seminar on "International Documentary Film from 1945 to the Present" includes films from Eastern Europe, India and Japan. The seminar presents modern documentary film as a socio-political force as an ethnographic tool within and without a filmmaker's own culture, and as an artistic form with its own history and theory. "Modern Literature in Poland, Czechoslovakia and Yugoslavia" studies novels and short stories as well as drama and poetry of these Eastern European countries. Films from the cinema courses are coordinated with this course.

A new course in Asian studies, "Japanese Conceptions of Beauty," is open to freshmen from all of Cornell's schools. This seminar introduces students to the Japanese aesthetic sensibility through a study of diverse arts: poetry and drama, architecture, painting and calligraphy, sculpture, rock gardens, flower arranging, and modern fiction. The course emphasizes the relationship between aesthetic and religious values; it considers Shinto, Buddhist and Confucian traditions as they have influenced the development of Japanese art.

In addition to creating new courses the Cornell program includes significant non-western components in existing courses. "Introduction to World Music" now emphasizes the music of the Balkans and the Middle East. The history of art department includes such courses as "Studies in Indian and Southeast Asian Art" and "Introduction to Art History" with a strong focus on Asian traditions. The Russian literature department offers "Modern Arts in Russia—1890-1925," examining a variety of themes given expression through literature, painting, dance, and other art forms.

Whenever possible, students in these courses are encouraged to do the readings in the original languages. While most course offerings are in English translation, students can take tutorials for credit in such languages as Russian, Czechoslovakian, Japanese, Chinese, and Korean. Thus they might read Noh plays in Japanese or modern literature in the original Eastern European languages.

These new and revised courses require substantial audio-visual materials to illustrate the issues under discussion. Cornell has made significant additions to its film library, strengthening the collection in Japanese and European films. The music department has purchased recordings and tapes of Middle Eastern music, Chinese opera, and Indonesian field recordings. The dance and Asian studies departments have made video tapes of several Noh plays and are preparing explanatory materials and English translations to accompany them.

Visiting lecturers and performers fill two functions in the program: supplementing regular course offerings and contributing to the cultural enrichment of the environment and surrounding community. The list of outside speakers in the program is extensive, including Antonin J. Liehm on Eastern European film, Homma Fusataka in a lecture-demonstration on Noh, master classes in South Indian dance, and performances by Vladimir Frumkin, noted *chansonier* of Russian underground songs. The program also sponsored a Scriabin multi-media concert, with plans to increase the number and variety of such offerings in the future.

A special project of the progam is the Cornell Gamelan Ensemble, a musical group performing Indonesian music. The ensemble involves about 45 undergraduates, graduate students and community members in concerts, private lessons, and ethnomusiological study. The activities of some members of the group have prompted the establishment of an archive of field recordings of Asian musics.

The Cornell program has strengtheneed the university's offerings in the performing arts by including more material on Eastern European and Asian film, dance, theatre, and music. New courses and revised offerings have been cross-listed in other departments including comparative literature, history of art and Asian Studies; students have been encouraged whenever possible to do course work in original languages. In addition to specific courses, the program has expanded library acquisitions, films, slides and audio-visual materials for wider use, and has contributed to the culture of the Cornell community by bringing in a wide range of artists and performers in Asian and East European arts.

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Bethel College
Rural Development in Emerging Countries

Bethel College is a small, liberal arts college affiliated with the General Conference Mennonite Church. The college has a history of association with rural development dating back to its founding by persons almost exclusively engaged in farming. At present, approximately one-half of Bethel's students come from

rural settings.

The Mennonite context provides Bethel with a long tradition of service to mankind. Many of its graduates and faculty have participated in voluntary service programs in developing countries. The college became aware, however, that the major global problems of food, population growth, and dwindling natural resources could best be confronted by workers with a solid understanding of rural development theories and practices. Recognizing both the problems and the opportunities available in developing areas, Bethel has developed a program to train rural development workers and to explore the relationship between developing countries and affluent societies.

With the assistance of a grant from the Division of International Education, U.S. Office of Education, Bethel has been able to widen the scope and increase the effectiveness of its international development program. The program has three components: the introduction of a new major in International Development, the development of a support system for the program within the college and among other development organizations, and a strengthening of foreign language offerings. The major is designed to provide a broad base of study and experience with a people-centered perspective for development workers. It draws upon a wide range of disciplines, including agriculture, peace studies, economics, sociology and religion; over 25 hours of new courses in rural development are designed specifically for the program. The International Development major requires 40 credit hours in addition to completion of the general education requirements; it can be combined with technical agricultural studies through Bethel's dual degree program with Hesston College and Kansas State University, or with another departmental major at Bethel. The major equips its students for multiple careers in development as well as for graduate work.

Funding for the project has been used to modify and develop courses for the International Development major. Three courses have been revised: "Contemporary Political and Economic Systems," "Principles of Nutrition" and "Development: A Study of Alternative Models." One of the newly developed courses, "Theories of Rural Development," examines basic concepts of integrated development: village extension, appropriate technology, need assessment, the characteristics and qualifications of development workers, and the role of the Church and other voluntary agencies in development. Another new course, "Problems of Economic and Agricultural Development in Tropical Africa," examines the composition, organization, and techniques of agricultural production in tropical Africa, the study of change and development in agricultural and economic policies, and the special problems of developing African agriculture. Each of these courses requires considerable research and individual analysis by the student on different aspects of agricultural development; appropriate films and guest lecturers are also part of these courses.

Two international internship experiences have been created for the International Development major. The first of these is a one-month interterm in Guatamala for January 1979; a summer-long internship in Zaire is also in the planning stages. In each case, the internship will provide majors with experience on-site in a development program.

The second component of the rural development program is the establishment of a support network both on campus and among development agencies. An intensive one-week workshop on "International Development: Problem and Response" was conducted in May 1978 to raise faculty awareness of the problems of hunger, poverty, and underdevelopment. Various models of development were studied, as well as Bethel's potential for preparing students for careers to meet these problems. Consisting of lectures, films, and discussions, the workshop involved 35 faculty members and four students. The rural development program has also been responsible for bringing international development specialists to campus for class and convocation lectures, and for informal discussions with faculty, staff, and students.

Bethel College has been active in establishing ties with organizations concerned with the work of rural development in other countries. One example is the college's relationship with the Mennonite Central Committee which has provided some financial support for experimental courses in development topics; at the same time, the MCC looks to Bethel as an important source of workers in developing areas. Other organizations in contact with the program include the Overseas Development Council, American Friends Service Committee, and CARE.

The third component of Bethel's rural development program is the improvement of its foreign language program. While the school's language requirement can be met through either Spanish or German classes regularly offered, it was felt that French would be essential for workers in many parts of Africa, particularly Zaire. The addition of French to the regular language offerings, made possible by program funding, will provide international development majors with a wider range of work opportunities while broadening the language possibilities for all Bethel students.

The international development program at Bethel capitalizes on a variety of existing elements in order to prepare students for careers in rural development. Among these are the strong service tradition at the college and the world-wide development work of the Mennonite Central Committee, the development of programs in agricultural studies in cooperation with other educational institutions, and the presence of general education and departmental courses int he curriculum which already address international issues. Now in its second year, the program has increased student and community awareness of the issues concerning food production and development problems in emerging nations. Moreover, the new and revised courses already taught and the contribution visiting consultants have made on campus have helped strengthen the awareness of the importance of an international perspective in the curriculum.

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Donnelly College

One World Program

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Donnelly College, a two-year community college located within the inner city of Kansas City, was founded in 1949 to serve students of the urban community who, for economic or cultural reasons, would not otherwise have access to higher education. In response to its high enrollment of minority and international students, Donnelly has been active in meeting the needs of an international society and in communicating to its students the pressing necessity of building a world community. The One World program, supported in part by the U.S. Office of Education, reaffirms Donnelly's commitment to imparting a global perspective to its students by developing new courses and two international studies majors which can motivate them toward international concerns and careers. Furthermore, the program is designed to strengthen faculty knowledge and skills to incorporate an international dimension into the entire educational program of the college.

The One World program began in September 1978. During its initial two-year development period, new majors in International Relations and World Studies-Economics are being introduced in A.A. degree programs designed to be transferable to most four-year institutions. Considerable curriculum revision is taking place, both in the inclusion of internationally focused courses in the general education curriculum and in the development of interdisciplinary and comparative studies courses included in the new majors program. In addition, courses in other departments will add perspectives by the inclusion of appropriate international segments.

The faculty development phase of the program has three parts. First, a five-day orientation and planning workshop was conducted in the summer of 1978 on international curriculum development and related instructional approaches. In-service workshops will be held periodically on language teaching, interdisciplinary approaches, materials development, and other topics related to the global focus of the program. Finally, faculty members are developing new courses for the program on release time or stipends.

A self-instructional critical languages program has already been introduced, making available courses in French, Spanish, Arabic, Persian, and Serbo-Croatian. Also, Donnelly will continue to draw upon its own international student population as well as community and international business organizations for program planning and implementation support.

The One World program, although new to the curriculum, is consistent with Donnelly's involvement with the international and multi-ethnic community that it serves. Moreover, it will develop an institutional capability to produce students who are responsive to world phenomena such as hunger, conflict resolution, and economic development.

Utica College

International Business Program

Utica College, a unit of Syracuse University, has developed an international business concentration for undergraduate students majoring in business administration and international studies. The program combines existing offerings with newly developed courses in business and social sciences to give students a broad intercultural perspective as well as professional training. The international business program also involves internships and conferences for corporation in upstate New York.

Majors in either business administration or international studies take eighteen credits to fulfill the international business concentration. Students in both areas are required to take such courses as "International Trade," "Foreign Trade Management," and "Comparative Economic Systems," with business students filling the remaining hours with electives in social science disciplines while international studies majors take electives in business and economics. The rest of their courses fill departmental or college-wide requirements.

A major portion of the project has been devoted to course development and faculty retooling. Eleven new courses have been introduced under an OE grant, including most of the required courses for the concentration. In addition, other courses, such as "International Marketing", "East Asian International Relations," and "Comparative Public Administration," have been added in various departments. A key offering, "International Studies World Survey," focuses on East Asia the first year and on Europe and Africa the second. The course is presented in a two-semester, team-taught form, progressing from a micro- to a macro-level. The four faculty members teaching the course each year participate in a summer workshop for course development. A second workshop is designed for those individuals preparing the other new courses in their respective departments.

Utica College has had internships for its international studies students for almost ten years. The International Business program has developed a series of opportunities for its students, preferably for the summer between the junior and senior year, with the international divisions of such firms as Marine Midland Bank and General Electric. Such placements give students in the program a practical working and learning experience with an international firm.

The program has also sponsored guest lectures and seminars for the local business community. One such program, "Markets in the Developing Nations of Latin America and Africa," was targeted at firms in central New York that had a specific interest in exporting

products to these areas. Topics discussed at the conference ranged from information sources to assessments of political stability. A second seminar, entitled, "Exports Mean Business," was designed as a nuts and bolts introduction for firms not currently involved in international trade. Such seminars use the expertise of the college to serve the wider community.

With the International Business concentration, Utica College is providing new opportunities for existing student groups through combinations of liberal arts and professional courses. In addition, it is serving new students by offering these courses through continuing education as well as the regular curriculum. The outreach to business and industry through internships and conferences provides a beneficial cross-fertilization between campus and community that strengthens both groups in dealing with increasingly interdependent world markets.

Contact:
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Utica, NY 13502
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Additional Programs

The following institutions have programs which have come to the attention of the *Forum*.

Barnard College, New York, NY
Translation: Access to Cultural Communication—Translation Seminar: The Theory and Practice of Translation. Through a rigorous practice in textual analysis and related semiotic fields, undergraduates gain a refined understanding of the linguistic, literary and philosopic traditions of other cultures.
Serge Gavronsky and Barbra Stoler Miller, Project Directors

Elgin Community College, Elgin, IL 60120
Undergraduate International Studies Program—In the process of strengthening international courses, the college has expanded language offerings and resources collections.
Charles Medearis, Program Director

University of Florida, Gainesville, FL 32611
The International Community: Problems of the 1980's and Beyond—In the process of fine-tuning their existing offerings in the area of International Studies, new interdisciplinary courses and modules have been designed, as well as ways to better utilize faculty, foreign students, library, and audio-visual resources.
Patricia B. Rambo, Assistant to the President for International Studies and Programs

LaSalle College, Philadelphia, PA 19141
An Interdisciplinary Comparative Program of General Education, Distribution, and Pre-Professional Courses—All students will be exposed to international topics through multi-disciplinary, international one-week modules integrated into existing core courses.
Joshua Buch, Program Director

Mercyhurst College, Erie, PA 16501
Understanding Cross-Cultural Issues—In addition to strengthening course offerings, the college has held faculty development workshops and a faculty seminar in Egypt.
Marilynn M. Jewell, Project Director

Middlesex County College, Edison, NJ 08817
International Education Program—The program brings together the expertise of leaders in international finance, transportation, and trade with academics on campus.
Virgil Blanco, Program Director

Monroe Community College, Rochester, NY 14623
Strengthening International and Global Dimensions of Undergraduate Education—The college has designed multi-disciplinary, instructional modules on global interdependence issues which will be integrated into existing courses.
Sumati D. Hazlett, Project Director

University of North Carolina at Greensboro, Greensboro, NC 27412
Resources and Enrichment Program for a Global Approach to the Contemporary World in the Greensboro Consortium of Colleges—The university has developed courses with a global focus, open to all member of the Greensboro Consortium of Colleges.
Loid Edinger and Claude Chauvigne, Program Directors

Occidental College, Los Angeles, CA 90041
International Core Curriculum Program—The college has developed a multi-track multi-disciplinary, two-course sequence, *Perspectives on the Non-Western World*, required of all sophomore students.
Wellington Chan, Program Director

Southeastern Oklahoma State University, Durant, OK 74701
International Studies Program—In addition to revising and developing courses, five faculty members prepared specific instructional materials for inclusion in general education courses.
Howard Starks, Program Director

University of Puget Sound, Tacoma, WA 98416
Asian Studies Program — A major in Asian Studies is offered through an interdepartmental curriculum focusing on Chinese, Japanese, and Indian cultural traditions.
Susan W. Barnett, Program Director.

Resources

American Association of Community and Junior Colleges, *Office of International Services*, Seymour Fersh, Director.
This office is concerned with enhancing the international/intercultural dimensions of AACJC members. Among the services provided are: assistance awith curricula revisions, a clearinghouse of consultants and information, and advice on technical assistance opportunities.

American Association of State Colleges and Universities, *Office of International Programs*, Maurice Harari, Director.
This office has four priorities for its activities: the international dimension on campus, international development, AASCU international study programs, and influencing the policies and priorities of federal, private, and international agencies. An example of its publications is *Trends and Issues in Globalizing Higher Education*.

Directory of Resources in Global Education. Interorganizational Commission for International/Intercultural Education, Overseas Development Council, November 1977.
This directory offers a guide to information, materials, services, and personnel in the field of global education. It identifies and describes resources available from over 80 public and private organizations, associations and agencies in the United States concerned with global perspectives in education. Each entry is cross-referenced and includes the following information: focus of each organization, topics studied, services available, target groups and publications.

Gollnick, Donna, Frank Klassen and Joost Yff, *Multicultural Education and Ethnic Studies in the United States: An Analysis and Annotated Bibliography of Selected Documents in ERIC*. Ethnic Heritage Center for Teacher Education, February 1976.
This book contains an analysis of multicultural education materials and an annotated bibliography addressing the issues and concepts underlying multicultural education. Special emphasis is placed on information and materials related to multicultural and ethnic studies, with separate sections on concept materials, classroom materials, curriculum materials, and program materials. A listing of ERIC microfiche collections is also included.

Gray, Audrey Ward, *International/Intercultural Education in Selected State Colleges and Universities: An Overview and Five Cases.* American Association of State Colleges and Universities, November 1977.

This booklet contains the findings of a study which investigated international/intercultural education approaches employed by the 320 members of the American Association of State Colleges and Universities. The study addresses the questions of the present state of and trends in international/intercultural education at state colleges and universities; implementation of measurable and significant international/intercultural programs; key elements necessary for a strong commitment to international education; and principles, programs, or activities that can be adapted by other institutions of higher education.

Hearings before the Subcommittee on International Operations of the Committee on International Relations. U.S. House of Representatives, 95th Congress, 1978.

This book contains a series of hearings on "The Future of International Education," examining both public and private involvement in international education programs in the United States. Members of Congress, directors of educational associations, and college professors were among the witnesses.

McIntyre, Patricia, *International Education Resources.* Division of International Education, U.S. Office of Education, 1977.

In addition to this compilation of resources in the ERIC system, the Division of International Education has an extensive library and information clearinghouse.

Mid-America Program for Global Perspectives. Social Studies Development Center, 513 North Park, Bloomington, Indiana, 47401.

This program works with a variety of civic and educational groups to improve and expand global perspectives in education. Resources available include *A Selected List of Sources of Information, Materials and Services in Global Perspectives Education, A Global Perspectives Bibliography* and *Selected Sources of Information, Materials and Teaching Ideas.*

Office of Education, Department of Health, Education, and Welfare, *Division of International Education.* Edward L. Meador, Director.

The Division of International Education administers a wide variety of programs and services to expand the international dimensions of American education through such activities as training, institutional and curriculum development, research, public awareness projects, and exchanges. The emphasis in most programs is on foreign language and area studies and the non-Western world. The Division also administers ethnic heritage studies programs, programs to promote cultural understanding, and a wide range of staff services in the international education field.

Owens, Becky H., ed., *International Education: A Compendium of Federal Agency Programs.* American Council on Education, International Education Project. Occasional Paper No. 5, November 1977.

This collection of federal agency programs in support of international education, research, and exchange has been compiled to familiarize the international education community with the variety of existing federal opportunities for program development. Each summary includes information about agency functions, applicant elligibility, deadlines, and key contact persons. Other publications include *Business and International Education* and *Library Resources for Higher Education.*

Shannon, William, *A Survey of International/Intercultural Education in Two-Year Colleges.* Sponsored by Charles County Community College, LaPlata, MD, 1976.

This report provides a broad view of the diversity and justification of international/intercultural studies in over 320 two-year colleges. The report offers samplings of programs offered and also furnishes international/intercultural enrollment data.

The Society for Intercultural Education, Training and Research. Georgetown University, Washington, D.C.

SIETAR is an international professional association designed to serve schools and practitioners working in intercultural and international fields. Membership to this association furnishes access to a clearinghouse for the growing body of information available in the field through their publications, conference, and referral services provided.

Weatherford, Robert, ed., *A Report to the Council of Chief State School Officers.* Proceedings of the Pinehurst Conference in Global Perspectives in Education for Chief State School Officers, April 1977.

This booklet is a compilation of speeches given by senior educational administrators concerned with topics and problems of global education. Topics discussed include teacher training, rationale for global perspectives in education, funding sources, international exchange programs, and curriculum materials.

Wingspread Handbook Series on Strategies For Change in International/Intercultural Education. Based on the Wingspread Workshop on Strategies for Change in International/Intercultural Education, Racine, Wisconsin, June 16-18, 1975. The following titles are available through Learning Resources in International Studies, Room 1231, 60 East 42nd Street, New York, NY 10017.

Intercultural Education in the Two-Year College: A Handbook on Strategies for Change. Edited by Jorge M. Perez Ponce. Published jointly with the American Association of Community and Junior Colleges. $2.00.

International/Intercultural Education in the Four-Year College: A Handbook on Strategies for Change. Edited by Marvin Williamsen and Cynthia T. Morehouse. Foreign Area Materials Center. Occasional Publication No. 22. $3.00

Agents of Change: Case Studies of Organizations and Programs in International/Intercultural Education for the Schools, edited by Ward Morehouse. Published by the Council for Intercultural Studies and Programs. $1.00.

Yarrington, Roger, ed., *Internationalizing Community Colleges. Report of a Wingspread Conference.* Johnson Foundation, May 1978.

This monograph reports on the Wingspread Conference which addressed aspects of international education programs in community colleges. Background papers reproduced here discuss the international dimensions of the community college, internationalizing the curriculum, student and faculty exchanges, technical assistance programs abroad, and a model agreement with a foreign junior college.

The *Forum* is available by subscription at a rate of $12 per year for AAC member institutions and $18 per year for non-AAC members. Reduced rates area vailable for group orders from a single institution. For further information or subscription orders, please write to: FORUM, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009.

The *Forum for Liberal Education*, published six times during the academic year, examines curricular programs and other academic activities at two-and four-year colleges, universities, and graduate and professional schools. The *Forum* welcomes contributions of information on topics for future issues: public policy programs, integration of the sciences and humanities, academic advising, student outcomes, faculty development, and student internships.